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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.2.4. Describe mathematical relationships and situations involving computation of whole numbers (addition, subtraction, multiplication and division) using words, symbols, open number sentences and equations, e.g., 56 + ∆ = 100 and 3 x 5 = 9 + 6.  1.2.5.    Demonstrate understanding of equivalence as a balanced relationship of quantities by using the equals sign to relate two quantities that are equivalent and the inequality symbols, < and >, to relate two quantities that are not equivalent. (23 x 5 > 23 x 2)  2.1.9. Describe quantitative relationships using ratios and identify patterns with equivalent ratios such as 3 out of 6 crayons are red or 4 out of 8 crayons are red and are the same as 1 out of 2 crayons is red.  2.2.10.    Recall the multiplication and division facts for 1, 2, 3, 4, 5 and 10.  2.2.11.    Write multiplication and division story problems to match a given multiplication or division number sentence and vice versa; solve the problems and justify the solution.  2.2.14.    Solve problems involving the multiplication and division of two- and three-digit numbers by one digit (2, 3, 4, 5 or 10) with models, arrays and pictures of sets.  **Ten Minute Math ONLY**  2.2.12.  Solve problems involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00 with and without regrouping, using a variety of strategies, including models.(Counting Around the Class)  3.3.7. Use calendar and clocks to plan and sequence events and identify events and times as occurring in the a.m. and p.m.(What Time is it?)  3.3.8.    Solve problems involving telling time to the nearest quarter hour, five minutes and minute using analog and digital clocks.(TMM What Time is it?) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |